

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HIGHBRIDGE GREEN SCHOOL
DBN (i.e. 01M001): 09X361
Principal: KYLE BRILLANTE
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Superintendent: DOLORES ESPOSITO
Network Leader: MICHAEL ALCOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kyle Brillante	*Principal or Designee	
Rachell Ashley	*UFT Chapter Leader or Designee	
Linda Maldonado	*PA/PTA President or Designated Co-President	
Jordana Batista	DC 37 Representative, if applicable	
Adrian Serrano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tiffany Stewart	CBO Representative, if applicable	
Luz Mercado	Member/ Parent	
Grace Garcia	Member/ Parent	
Barry Ortiz	Member/ Parent	
Johanna Marte	Member/ UFT	
Malik Barr	Member/ UFT	
Ocyntia Williams	Member/ UPOH (United Parents of Highbridge)	
Jesennia Velazquez	Member/ Parent	
Anna Staab	Member/ UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all students will demonstrate an average two years of reading growth as measured by the Degrees of Reading Power assessment (DRP), a nationally normed reading exam, given in three times between September 2014 and June 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In September of 2014, we diagnosed our students reading levels using the DRP assessment. 88% of our students' were identified as reading below 6th grade level, 47% of whom were identified as "At Risk," meaning the read at three or more years below 6th grade level. Additionally, based on the State ELA exams last year, our median score was a 2.068, showing that our average student is scoring below level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will participate in a "Strategic Reading" course five times a week. Students will be grouped in heterogeneous groups according to DRP ranges, and given targeted instruction to build their reading comprehension on their independent reading level.
2. The school will develop and implement a cross-content literacy approach in Social Studies, Science, ELA, and Math that reinforces CCLS reading comprehension strategies from the Institute for Learning (IFL).
3. A sub-group of students – approximately 80 – will participate in additional academic intervention in period 6, 7, and 9 and 10 (as part of the school's enhanced learning day). The intervention will be provided through a partnership through Harvard University's Ed Labs, TASC, the DOE, and WHEDco, the school's CBO. The students receive an additional hour five times per week of small group reading instruction in a 4:1 ratio.
4. Students will participate in a weekly program called "Word Generation," a cross-content argument-based academic vocabulary program designed to build tier 2, academic vocabulary and argument-writing skills.

B. Key personnel and other resources used to implement each strategy/activity

1. 25 staff members with literacy backgrounds will teach the "Strategic Reading," period
2. All literacy teachers – SS, Science, ELA, SpED teachers participate in a twice weekly teacher team meeting about literacy, and MSQI literacy professional development.
3. 8 Reserve tutors – each with college degrees – will work with no more than four students each during Period 9 and 10. For example, each tutor will work with a group of four students during Period 9 and with a different group of four students in Period 10, five days a week for an hour each day, totaling to five hours of tutoring per week. One Regional Tutoring Coordinator visits weekly, usually on Mondays to support tutors with implementation. Our CBO director, oversees daily operations and tutoring needs.
4. All teachers implement Word Generation daily in their content areas. Strategic Reading teachers – teachers who teach a 7th period class – implement the program for an hour on Mondays, math, science, social studies, and ELA teachers implement the program for 15-20 minutes each subsequent day thereafter, totaling approximately 240 minutes per week.
5. A Strategic Reading Coach through Creative Solutions will help support five teachers in small group reading instruction once per week.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Three times a year, we will implement the DRP – in September, January, and May – to measure the progress of students' reading comprehension growth. We anticipate seeing an average of one year's growth in January and two year's growth in May.
2. We will examine student work – conferencing notes, writing – in teacher teams at minimum once per month to measure and evaluate the progress of students' in their use of IFL specific strategies, such as the "gist," annotation, and chunking for comprehension.
3. We anticipate seeing 1.5 years of growth in January and 2.5 years of growth in May for this cohort of students. In addition, we have a RESERVE tutor director who, along with the principal, gives weekly feedback to tutors about reading comprehension.
4. Students will increase their use of tier 2 vocabulary words in speaking and writing. Twice a year – in January and May – we will implement a brief vocabulary quiz to measure students' abilities to identify and use the vocabulary words in context. Additionally, we will use a writing argument rubric that will assess the frequency of students' vocabulary once every two months during teacher team literacy meetings.

D. Timeline for implementation and completion including start and end dates

1. Three times a year, in October, January, and May we will implement the DRP to measure progress of students' reading comprehension growth.
2. We will measure and assess progress of students' use of strategies informally once per month beginning in November and continuing through June, and we will formally measure their progress three more times, in January, March and June.
3. The regional director will observe tutors weekly and give them feedback on their tutoring, and use the DRP three times a year to measure this cohort's growth.
4. We will administer a vocabulary assessment twice a year in January and June to assess students comprehension of vocabulary words.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategic reading period is scheduled as period 7 and 8, the second "block" of an ELA block. Students are programmed homogenously into different groups based on their DRP range and receive targeted strategies based on their need. For example, students needing additional support in decoding may receive a Wilson Just Words program, while some students participate in small guided reading groups, and others participate in literature circles. These teachers meet twice weekly in "literacy" inquiry team from October 2014 until June 2015 to examine student work and problem-solve strategies. Financial resources from AIS funds, and OTPS have been allocated for the purchase of curriculum materials in small group guided reading, additional books that are "high interest," but lower levels, and professional development. Lastly, we allocated Title 1 funds to the salary of an Instructional Coach to help spearhead the development and implementation of this program.
2. Teacher teams meet twice weekly from October 2013 until June 2014 to examine student work and problem solve literacy strategies. Title 1 funds and RTTT funds were used to fund the salary of an Instructional Coach to help monitor and evaluate teacher implementation of these cross-content strategies.
3. We received a grant from COMPASS and SONYC and The After School Corporation (TASC) and the DOE to fund 2.5 hours of extended learning time (ELT) to help pay for the Reserve Tutors, and Reserve Director. This tutoring program occurs in Period 9 and 10, 55 minutes per day, five times per week.
4. For 55 minutes once per week – on Mondays – students experience the "roll-out" of Word Generation words, and then for 10-15 minutes in Science, SS, and Math, conduct word work with the five words on Tuesdays, Wednesdays, and Thursdays. On Friday, in ELA students write an argument using the five words for 20-25 minutes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent Newsletter
- Workshops – about reading with children, word generation
- Book Drive to raise 1000 books
- Parent volunteers in Strategic Reading
- Curriculum Project – DragonWings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a part of the Middle School Quality Initiative partnership program and the Showcase program, we receive funds to support the purchase of new library books and a strategic reading coach.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all teachers will improve an average of one rubric indicator or more or on the HEDI scale using the Danielson Rubric for Danielson 3C, or if they are at effective for 3C will improve an average of one rubric indicator or more on their target area of growth.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Ten out of 25 teachers are within their first three years of teaching and have limited experience with Danielson and a teacher evaluation system; two of our 12 teachers are from out of State and have limited familiarity and experience with Danielson and a teacher evaluation system; 18 out of 25 are currently untenured. Since Danielson cites Domain 3C as the heart of teaching, we have focused on it to support student engagement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Weekly professional development for all teaching staff lasting 80 minutes. Professional development focuses on Danielson three times a month, and the resources aligned to Danielson subcomponents, especially 3C and other priority areas from ARIS Learn. Priorities for professional development are determined based on weekly observations.
2. Biweekly observation and feedback cycle based on the Advance observation framework and Doug Lemov's *“Leverage Leadership”*. Teachers receive a 15 minute informal observation and 15-30 minute debrief to discuss next steps.
3. Outside professional development in Danielson, Common Core will be offered to staff based on growth areas at several points during the year.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, network staff, and instructional coach lead professional development, identifying resources from ARIS Learn, *“Leverage Leadership”*, and the Danielson Group.
2. The principal, instructional, and math coach conduct biweekly observations. The principal conducts Advance observations and beginning, mid and end of year conferences.
3. Substitutes and programmatic changes will enable teachers to attend outside professional development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The principal will elicit feedback about the effectiveness and impact of professional development using the “strongly agree-strongly disagree” continuum three times a year – once in November, once in February, and once in May. In addition, the principal will use weekly feedback and reflection notes from professional development to determine the effectiveness of weekly professional development. See number 2 for additional progress evaluations.
2. There is an observation tracker that records progress of teachers in Danielson; at the beginning conference in October, a goal is decided on, in January a mid-conference is given to assess progress, and between April-May an end-of year conference occurs to track progress. At biweekly debrief conferences, teachers are given actionable feedback aligned to Danielson and support; progress is assessed and action steps are determined using Danielson to support next steps. By mid year, teachers will have advanced .5 a component in the growth area or 3C. Or, in other words, teachers will have achieved effective on the element they are working on. For example, if teachers are working on pacing as part of Danielson 3C, they will achieve effective on the element of pacing even though they still may have an overall rating that is not effective for the sub-indicator.
3. See number 2.

D. Timeline for implementation and completion including start and end dates

1. Professional development will begin in September 2013 and occur every Friday until June 2014. In the even that there are no Fridays, the professional development will occur on Wednesdays. Instructional meetings will begin in September 2013 and occur every Tuesday from 4:30-6:30 PM until June 2014.
2. Beginning conferences are completed in October, mid-year conferences are completed at the end of January, and end-of-year conferences, are completed in April-May, with at least four observation cycles occurring in between each conference. The instructional cabinet, comprised of the principal, instructional coach, and math coach will meet weekly on Tuesdays between 4:30-6:30 to share and reflect on the progress of staff based on Danielson-aligned observations to determine weekly and monthly professional development.
3. See number 2.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly professional development that occurs on Friday morning between 8:20-9:40 AM, and biweekly debriefs with the principal, instructional coach, or math coach for follow-up meetings. In addition, weekly instructional meetings with the principal, instructional coach, and math coach to determine professional development sessions and support for teachers.
2. The principal will schedule informal and formal observations with teachers into his schedule. The instructional coach will observe Social Studies, ELA and science teachers biweekly. The math coach will observe math teachers biweekly. Network coaches in Literacy and English as a Second Language will also observe and support once per month.
3. A per diem allocation beyond the recommended amount will be allocated to pay for substitutes for day-long professional development, and schedule changes will be made as necessary. For example, rearranging periods and planning for coverages will enable staff to participate in outside professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Three times a year – after each observational cycle – in January, March, and June – the principal will update the Parent Association on teachers' progress, and share with the Parent Association the goals of teachers during the corresponding School Leadership Team meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all students will increase their ability to construct an argument in writing (CCLS WHST 6.8.1) an average of one rubric indicator or more (i.e. moving from a 1.5 to a 2.5) on a school-wide rubric, adapted from NY State.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As part of our baseline diagnostics of student writing as measured by the MOSL examination in Social Studies conducted in early October was very low. The majority of our students were unable to complete the writing assignment, scoring a level 0 or 1 on the indicators aligned to argument writing (CCLS WHST 6.8.1). Based on these results, we set an instructional goal for our students to improve their construction of an argument (CCLS WHST 6.8.1) an average of one rubric indicator or more using the New York State Common Core-aligned argument writing rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Literacy Inquiry meetings twice weekly focusing on the examination of word generation argument writing pieces
2. The selection and modification of Common Core aligned ELA, Math, Science, Social Studies, and Physical education units of study
3. Students will participate in a weekly program called "Word Generation," a cross-content argument-based academic vocabulary program designed to build tier 2, academic vocabulary and argument- writing skills.
4. Common Core aligned professional development to support implementation of common core aligned units of study that emphasize argumentative writing

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional coach facilitates two 40 minutes literacy inquiry meetings per week using student work collected from the Word Generation weekly argument pieces to determine instructional next steps to support students argument-writing. All social studies, science, ELA, and special education teachers, and the instructional coach participate in literacy meetings.
2. All NY State CCLS-aligned curricula were purchased, including: Expeditionary Learning for ELA, Connected Math 3, FOSS/SEPUP for science, and HOLT for social studies.
3. Instructional coach, network literacy coach, and all teachers participate in the implementation of Word Generation. In addition, participation in the Middle School Quality Initiative Pilot, and professional development about Word Generation offered in July of 2014.
4. Substitutes available for coverage and per-diem available to pay substitutes for participation in network and curricular-aligned professional development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students will demonstrate growth of an average of 0.5 on the argument-writing rubric by January and an average 1 indicator or more by April. Teachers will also identify and focus their instructional next steps on sub-areas of students' writing, including, but not limited to being able to write a strong claim, being able to support the claim with logical evidence, and being able to analyze that evidence in relation to the claim, across the same benchmark time periods, examining student work twice weekly in between benchmarks. Students will take a baseline, midline, endline on demand writing piece to assess their growth towards our yearly benchmark in October, February, and May.
2. By June 2015, all teachers will have implemented four CCLS aligned units of study, incorporating two major writing pieces per month, one of which includes revision and publishing. By January of 2015, teachers will have implemented two CCLS aligned units of study with the same writing expectations.
3. By January of 2014, students will have experienced 12 weekly cycles of Word Generation, and written 12 argument pieces and received feedback 8/12 times using the argument rubric. By June 2015, students will have experienced 24 weekly cycles of Word Generation, and written 24 argument writing pieces, receiving feedback 16/24 times using the argument writing rubric. See number 1 for growth targets and expectations.
4. By June 2015, each ELA and Math teacher will have visited one professional development (e.g. Expeditionary Learning PD) session, and will have incorporated an element from the professional development into their unit planning.

D. Timeline for implementation and completion including start and end dates

1. Students will take a baseline, midline, endline on demand writing piece to assess their growth towards our yearly benchmark in October, February, and May of the 2014-2015 school year. Literacy teachers – social studies, science, ELA, and special education teachers, will meet twice weekly for 40 minutes each meeting during a

professional period beginning in September of 2014 and ending in June of 2015.

2. All teachers will go through a writing and revision feedback cycle each quarter for units. Final units will be due quarterly – beginning with the 1st unit in September, 2nd unit in November, third unit in January, and fourth unit in April. Each cycle will include an opportunity to submit a draft, receive feedback, and turn in a final draft.
3. We will begin Word Generation in October 2014 and 24 Word Generation cycles by June 2015.
4. Professional Development sessions will begin in July of 2014 and end in June of 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Literacy teachers – social studies, science, ELA, and special education teachers, will meet twice weekly for 40 minutes each meeting during a professional period. Teachers will use the NYC inquiry-based handbook, and Nancy Love’s _Using Data to Improve Learning All_ to follow an inquiry cycle of improvement.
2. Participation in weekly common planning meetings, and per session will be available for unit planning.
3. Participation in monthly professional development visits from the Middle School Quality Initiative group, and professional development about Word Generation in July of 2013.
4. As needed, 1 or 2 teachers will attend city, network and curricular professional development to support the implementation of Expeditionary Learning and Connected Math 3 and per-diem substitutes and in-house coverages will be utilized accordingly to cover their absences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

In reading literacy workshops, which will be offered in the Spring of 2014, we will educate parents about the school’s argument focus, and teach them strategies to encourage debate and argument verbally. Additionally, we will host one debate for parents where students debate each other about a Word Generation focus or topic.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all students will demonstrate two years' average math growth as measured by the School Net Benchmark assessment, administered in September, January and June.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our students' math scores – as evidenced by the last year's state math exam are low. In fact, the average proficiency is a 2.03 from last year's 6th and 7th grade class. In addition, we were in the bottom quartile of our peer group ranking according to the latest School Quality Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Three periods of inquiry and collaborative planning per week for the entire math team to adjust instructional units of study.
2. Increase the number of math periods from five to eight so that students have more time for mathematics instruction.
3. Accelerated Math, an online math program, individualized to student need to be used twice per week in the after school component of the day to help accelerate student learning.

B. Key personnel and other resources used to implement each strategy/activity

1. Math coach meets twice a week with 6th and 7th grade math team to support inquiry and collaborative planning for math teachers to develop Common Core aligned units of study.
2. Reduce schedule of 60 minutes to 47 minutes per period in order to accommodate shift in math periods.
3. Accelerated Math, an online math program, individualized to student need to be used twice per week in the after school component of the day to help accelerate student learning.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students will demonstrate growth of an average of 15% growth on the SchoolNet Benchmark by January, and 25% growth by June 2015.
2. By June 2015, all teachers will have implemented four CCLS aligned units of study, incorporating two major performance tasks per month, one of which includes revision and publishing. By January of 2015, teachers will have implemented two CCLS aligned units of study with the same performance tasks expectations.
3. By January of 2015, students will have experienced 12 weeks of additional periods on Accelerated Math, and students will have experienced mastery of 10% more standards than in September according to a September Accelerated Math diagnostic. By June 2015, students will have experienced 20% more mastery of standards than in January as measured by an Accelerated Math benchmark in January 2015.
- 4.

D. Timeline for implementation and completion including start and end dates

1. Students will take a baseline, midline, endline on School Net Benchmark assessment to assess their growth towards our yearly benchmark in September, January, and June of the 2014-2015 school year. Math and special education teachers will meet three times weekly for 40 minutes each meeting during a professional period beginning in September of 2014 and ending in June of 2015.
2. All teachers will go through a writing and revision feedback cycle each quarter for units. Final units will be due quarterly – beginning with the 1st unit in September, 2nd unit in November, third unit in January, and fourth unit in April. Each cycle will include an opportunity to submit a draft, receive feedback, and turn in a final draft.
3. Accelerated math during after school will begin in October 2014 and end in June 2014. Twice a year students' Accelerated math courses will
- 4.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Math and special education teachers meet three times weekly for 40 minutes each meeting during a professional period. Teachers will use the NYC inquiry-based handbook to follow an inquiry cycle of improvement.
2. Participation in weekly common planning meetings, and per session will be available for unit planning.
3. Participation in quarterly professional development visits from the Renaissance Learning group, and professional development between 2014-2015.
4. As needed, 1 or 2 teachers will attend city, network and curricular professional development to support the implementation of Connected Math 3.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Newsletter
Weekly checks – academic progress reports about math
Curriculum Nights

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Hochman Writing Intervention Program, Harvard Ed Labs Reading tutoring program Strategic Reading Period Cross-content literacy strategies	Small group and tutoring Small group 4:1 tutoring program Small group Whole group – tier 1 instruction	During school and after school After school During school During school
Mathematics	Explore Learning – Reflex Math Program Co-teaching Tutoring	Small group and tutoring Whole group and small group Small group	During school twice weekly and after school as needed During school After school
Science	Co-teaching	Small group and whole group	During school
Social Studies	Cross content literacy strategies Tutoring	Small group and whole group Small group	During school During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	On-demand counseling, i.e. counseling for students At Risk as identified by teachers, other staff, and parents	In person one or several times a week or in a small group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Funds are allocated to fund an instructional coach whose purpose is to help support teachers in the creation of CCLS aligned curricula and give them observational feedback about instructional next steps that will support strategies for effective instruction. Observational feedback and professional development is aligned to the school's goals in Danielson 3C and based on teacher observation.

All teachers are assigned according to their credentials. For instance, if a teacher has a certification in Social Studies, the teacher teaches Social Studies.

Teacher performance is celebrated by honoring perfect attendance, Danielson growth (i.e. moving from Developing to Effective), contributions to the professional community through certificates, shout outs, sharing of best practices – all strategies designed to promote retention and celebration of achievement. In addition, we have a Sunshine committee whose purpose is designed to celebrate and honor life events of staff, promoting good will.

Information sessions are held to invite prospective teachers to learn more about the school, and partnerships with Teach For America and the Department of Education help to identify highly-qualified candidates. Recruitment fairs are also attended at local colleges, including but not limited to Teachers College, Bank Street, Lehman College, and Brooklyn College.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Participation in city/curricular and network professional development by allocating per-diem funds, and reorganization of schedules so that teachers and staff can attend. In addition, weekly professional development will be offered aligned to the Danielson rubric and based on teacher observations using the Danielson rubric. Resources from ARIS Learn and the Danielson Study Component Guides will guide weekly professional development with teachers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We have used these funds to fund a full-time guidance counselor and pupil personnel staff member who work together to ensure that families receive support based on their needs in-house through counseling, or through our Community Based Partner organization, WHEDco, which offers social services for families in need. This year we have been able to offer families in need of assistance counseling, temporary housing, food, and clothing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school's Measures of Learning Committee met over the summer to jointly and collaboratively decide on the benchmark assessments the school would use to measure student learning and teacher effectiveness. This same committee also serves

as the professional development committee, which meets weekly on Fridays from 2:30-3:30 to discuss, implement, and support effective professional development. Through our collaboration, we selected three school-wide benchmark assessments to measure our progress towards reading, writing and math goals. Professional development is adult-centered and modeled after professional learning communities wherein staff uses their teacher evaluation feedback (Advance) to select high leverage communities rooted in a component of Danielson. For example, a teacher rated developing or ineffective in Danielson 3B – Questioning and Discussion, would work in a Danielson 3B professional learning community to study different discussion techniques that would lead to meeting “effective” or “highly effective” on the Danielson rubric. Therefore, teacher observation cycles follow and flow from professional learning cycles, and drive the content of the professional learning cycles in which teachers participate. Additionally, unit level common assessment drives the adjustment of units of study - resulting in unit level adjustment and the incorporation of low mastery standards. Benchmark data results in regrouping and reprogramming of students into different reading and math periods, and adjustments to units and after school interventions with Accelerated math.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; in 2013-2014 we provided all of our parents with extended parent teacher conferences twice this year to support parents' understanding of student levels.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by providing CCLS workshops that will help support parents to help their children read at home. In addition, we offered 8 nutritional workshops for parents through a partnership with Cornell University Extension about how to support parents in making healthy and nutritious meals with their children.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; specifically, we are offering an additional parent teacher conference meeting after the state exams to give parents information about their child's progress, and monthly progress reports and online access to our grading platform, JumpRope.
- providing assistance to parents in understanding City, State and Federal standards and assessments through extended conferences;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community, specifically through the Parent Home Teacher Visit pilot program
- provide opportunities for parents to engage in curriculum and instruction through a collaborative parent project called "Dragonwings" wherein students interview families about the immigrant experience;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to

schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day and Awards Ceremony events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 09X361

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$263,300.40	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,780,713.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Highbridge Green School	DBN: 09X361
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Highbridge Green School is a middle school in the Bronx where “Students love learning about the environment and how their decisions can make the world a cleaner, better place.” The students enjoy working in the garden and greenhouse, and growing healthy food for lunch. Our ELLs need additional support and this is where our Title III program, entitled “ELL Highbridge Green STEM “ Title III After School and Saturday program will bridge this gap. Research shows that ELLs acquire basic interpersonal communication skills (BICS) in 1-2 years but take 5-7 years to develop cognitive academic language proficiency (CALP); with direct teaching of the language in the academic context (Cummins 1979, 1981). The rationale for this program is to support our ELL students beyond core requirements in ESL/TBE, particularly in acquiring English language fluency in math and science through the use of technology.

The EHGS program will be administered by one certified ESL teacher, one bilingual teacher (who also is a science teacher) and one teacher that will provide math instruction. EHGS will be a fourteen-week intensive program administered entirely in English, designed to help ELLs. After school sessions will be conducted twice a week on 14 Tuesdays from 3:20 PM-5:20 PM and 13 Thursdays from 3:20 PM-5:20 PM; starting a Tuesday in January and ending a Thursday in April. The Saturday program will run from January to April from 10:00 a.m to 1:00 p.m.

Forty-two students will participate in the EHGS program ranging from the 6th and 7th grade. The target population for the Title III program will be selected using the following criteria: Performance at the Beginning Level , Intermediate and Advanced Level in the reading and writing modalities of the NYSESLAT. ELL students will receive two hours of additional math and science programming in the after school hours and three hours on Saturday utilizing Rosetta Stone and Accelerated Math.

Materials needed are the following:

Accelerated Math and subscriptions/licenses

Rosetta Stone licenses : headphones ; bilingual dictionaries

iPads to use the online math/Rosetta Stone program

Computers to use the online math program

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: We will do three continuing professional development workshops throughout the Title III program. Research shows that "Professional development in culturally diverse schools assumes that combining content, ESL, and bilingual teachers would make complementary knowledge and perspectives available to everyone" (Adger & Clair, 1999; Clair, 1998; Gonzalez & Darling-Hammond, 1997). This exchange of knowledge is the benchmark for a successful Title III program. These professional development workshops will help us to improve our instruction for the ELLs. We will meet on the second Saturday of each month of January, March and April for one hour from 1:00pm to 2:00 pm. The ESL teacher will facilitate the presentations. Topics that will be covered include the following: #1 ESL Strategies That Could Be Used In The Content Area Classes. #2 ELL Data in Science and Math Data: How to Close the Achievement Gap. #3 Questioning Techniques and Academic Discourse for ELLs. " The PDs will be open to the ELL teachers participating in the Title III program as well as the administrator in charge.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are invited to work alongside their children during the Saturday Title III program. This will create a unique partnership between parents and ELL teachers. The purpose is to give parents tools and strategies to help their child meet one or two school-wide goals. The parents will be invited to utilize Rosetta stone with their children. Parents will be notified of all activities through school wide posters, backpack letters, and auto-attendant reminders in their native language. They will also participate in the end of program culminating event.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 9	Borough Bronx	School Number 361
School Name The Highbridge Green School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Kyle Brillante	Assistant Principal type here
Coach Ms. Anna Waters	Coach type here
ESL Teacher Ms. Johanna Martee	Guidance Counselor Ms. Tiffany Nieves
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	145	Total number of ELLs	44	ELLs as share of total student population (%)	30.34%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							5							5
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							1							1
Push-In							2							2
Total	0	0	0	0	0	0	8	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	9
SIFE	9	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	10	4	2	11	1	1	1	0	0	22
Dual Language										0
ESL	11	5	0	9	1	4	2		2	22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	21	9	2	20	2	5	3	0	2	44
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22							22
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	22	0	0	0	0	0	0	22

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20							20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	22	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9							9
Intermediate(I)							6							6
Advanced (A)							29							29
Total	0	0	0	0	0	0	44	0	0	0	0	0	0	44

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	7	1		35
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	29	8							37
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	13	3	2				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool our school has implemented to assess the early literacy skill of ELLs is the Degrees of Reading Power or the DRP. This assessment tool gauges where our students are in comparison to where they need to be to achieve Common Core State Standards in ELA and Literacy. Moreover, the assessment provides information regarding what type of literacy supports individual students need

to guide them toward attaining CCSS in ELA and Literacy. Advanced Level ELLs are given the specific supports they need to deepen comprehension of increasingly more complex texts. The assessment also allows teachers to zero in on the linguistic and literacy needs of Intermediate and Beginner Level ELLs by providing information about their functional reading levels along with diagnostic data about student comprehension, which allow teachers of these students to design appropriate scaffolds during instruction. In addition, the diagnostic information guides what specific Strategic Reading Group that would most benefit each ELL. Strategic Reading Groups meet 5x/week for 55 minutes. In these groups, students gain comprehension of increasingly high level texts through guided reading after students establish who they are as readers by creating their own reader's profile (i.e., Do they enjoy reading? When? Where? What? And, for what purpose do they enjoy reading?). The DRP is designed so that the information garnered from the diagnostic enables teachers to place students and texts on the same scale.

Student placement within a specific Strategic Reading Group is contingent upon their DRP score. On the DRP scale, students who score 46 and below are at a 2nd grade reading level, students who score at a 54 and below are at a 3rd/4th grade reading level, students who score at a 56 are at a 5th grade reading level and those students who have scored 60 and above are between a 6th – 8th grade reading level span. Thirty-one ELLs scored at 46 or below, ten ELLs scored 54 and below, one ELL scored a 56, and one student scored a 67. ELLs, just as their non-ELL counterparts, have been placed in Strategic Reading Groups that are in accord with their reading level. Strategic Reading groups are compartmentalized as follows: Literature Circles, 1st-2nd Grade Levels (intervention strategies), and 3rd Grade Levels. Beginner Level ELLs and Intermediate Level ELLs each are part of an ESL Strategic Reading Group that allows the ESL certified teacher to incorporate ESL methodologies to support language acquisition while increasing vocabulary, developing syntax and text comprehension. There is one group for each level (Beginner and Intermediate). ELLs in the TBE program are in a Native Language Arts class, with a certified bilingual teacher, that focuses on strengthening their native language in order to be able to transfer these skills to the target language. In tandem with the DRP scores, we are also using results from the Spanish LAB-Reading Section and indicated program placement, to place students in the NLA class. As we are a new school, we are still researching a more rigorous Spanish language diagnostic than the Spanish LAB. We are considering implementing the Mac II assessment, which will offer a comprehensive assessment of English language skills for non-native speakers of English, and functions as the ELL component to the DRP, as well as, provide information as to the effectiveness of our TBE program. Another assessment we are considering to replace the Spanish LAB is la Evaluación del desarrollo de la lectura, or EDL 2. This assessment is the equivalent of the DRA2, in the Spanish language. The assessment ranges from Kindergarten through high school and could provide a more comprehensive analysis of student proficiency in the Spanish language.

Student created reading profiles, including information from the DRP, along with information from their previous LAB-r scores, and NYSESLAT scores all help to create the learning profiles of our ELLs and inform our school's instructional practice insofar providing students with the specific language supports they need from the appropriately certified teacher(s), and equipping them with literacy scaffolds necessary for them to succeed and demonstrate 2 years of reading level growth.

The implementation of these Strategic Reading Groups supports one of our school goals, which is to increase all students' reading levels by 2 years. This is a joint initiative between The Highbridge Green School and the Middle School Quality Initiative, or MSQI. Students are also part of an extended learning program which we'll have funding to continue as we develop our 7th and 8th grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns revealed across proficiency levels is that the bulk of our ELLs placed Advanced on the NYSESLAT in 2013. To date, we have twenty-nine students that placed as Advanced Level, 6 students that placed Intermediate Level, and 9 students that placed Beginner Level. Although we didn't receive the modality breakdown this year (RNMR report), we can gauge from other assessments, such as the DRP and in class assignments that students will need most support in reading and writing. These data also inform our programming concerning the number of ESL/NLA units the student will receive. In other words, the twenty-nine Advanced ELLs will require 1 unit of study of ESL instruction, or 180 minutes per week, including of ELA. The Intermediate Level ELLs and the Beginner Level ELLs will require 2 units of ESL study or 360 minutes per week. All ELLs in ESL will receive instruction through that uses ESL methodologies to provide a learning classroom environment in which they can affectively acquire academic content knowledge. This will be done through co-teaching partnerships where one teacher is a bilingual or ESL certified teacher. ALL TBE students, whether Advanced, Intermediate or Beginner will receive one unit of study, or 180 minutes in a Native Language Arts class. Beginner and Intermediate Level ELLs in the TBE program will receive 2 units of study in ESL and the Advanced Level ELLs will receive one unit of study of ESL. Math and Science have been determined as the content area classes where ELLs in the TBE program will receive bilingual instruction. The Language of Instruction transitioning as their English proficiency increases. For the 2013-2014 academic year, The Highbridge Green School is only servicing a 6th grade/cohort and so comparisons across grades are not possible as we have yet to add a 7th and 8th grade/cohort.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

As the DOE did not release an RNMR report this year, examining patterns across modalities for our ELL population according to the results of the 2013 NYSESLAT has been slow in assessing. However, since we administered the Degrees of Reading Power assessment

we were able to formulate where the students stand insofar as their modalities are concerned. Moreover, our in-house Common Interim Assessments will also provide data regarding ELL performance on reading/writing and listening/speaking. Common Interim Assessment or CIAs will be administered 4x/annually in all subject areas. Our first round of interim assessments will take place in late October. The DRP has revealed that many of our Advanced ELLs (19 out of 29) will need support in reading/writing and our Beginner ELLs will need support in speaking as well as basic English language acquisition.

Focusing where these ELLs receive this instruction will be crucial because it will be important in the continued development of their language proficiency. These ELLs are programmed in a heterogeneous cohort with ELLs and non-ELLs alike, and receive support in content areas and ELA, NLA and ESL, depending on their program choice. Nineteen of the 29 Advanced ELLs fall between the 4-6 year range. On account of this, students will be receiving additional support 2x/weekly with an ESL certified teacher for 1.5 hours after school. Often times, ELLs that fall within this range need support in test taking strategies and writing development. They'll be able to work on these skills during after school. These students have targeted practice in reading during their Strategic Reading Period, 5x/week for 55 minutes. Our nine Beginner Level ELLs have been in the country for a year exactly. The majority of the Beginner Level ELL students are performing well within the content areas on account of the ESL support/scaffold they receive in Science, Math and ELA, and co-teaching partnerships where one of the teachers is a licensed ESL or Bilingual teacher (within each partnership). These students work on language acquisition during their pull out ESL class, in addition to their ELA class and the NLA class for the TBE students. Our 6 Intermediate students fall between 1 to 6 years of service and receive the same network of scaffolds and support structures available to Advanced and Beginner Level students, however the focus shifts depending on their needs/modality. At this point, we only have one grade, the 6th grade, so proficiency level comparisons across grades is not applicable.

The Highbridge Green School will utilize the Annual Measureable Achievement Objectives or AMAO tool to make comparisons and analyze trends across grades and within each grade in the following: language proficiency levels (NYSESLAT), SIFE status, years of service, IEP status, age, ELA/Math assessments, and attendance. We will gather information such as early warning indicators as they emerge to design interventions for ELLs in order for them to academically achieve.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) Although we cannot gauge patterns across grade levels because Highbridge Green opened it's doors in September 2013, patterns across proficiency levels seem to indicate that we have more Advanced Level ELLs in the ESL program than in the TBE program. The ESL Program has 13 Advanced Level ELLs, 6 Beginner Level ELLs, and 3 Intermediate Level ELLs. Of the Advanced Level ELLs in the ESL Program, 5 of them are newcomer ELLs with less than 3 years of service, 6 Advanced ELLs have been receiving ESL services between 4-6 years, and the remaining 2 Advanced ELLs in the ESL program are Long-Term ELLs with over 6 years of service. The fact that we have 5 Advanced ELLs that are newcomers indicates that their previous ESL program was effective in building their English language proficiency. Also, all the Advanced Level ELLs in the ESL program that are also newcomers, had a total of less than 10 absences the preceding academic year. Of all the Advanced Level ELLs in the ESL program, 8 scored 1 on the 5th Grade NYS ELA exam, 4 of these Advanced Level ELLs scored a 2, and 1 Advanced Level ELL scored a 3. Six of the newcomers ELLs were exempt from the 5th grade NYS ELA Exam. Four out of the total 22 ELLs in the ESL Program scored a 2 on the 5th Grade NYS Math Exam. Of the 6 ELLs who took the exam in Spanish, 5 scored 1s and one scored a 2.

In the TBE Program, there are 16 Advanced Level ELLs, 3 Intermediate Level ELLs, and 3 Beginner Level ELLs. Of the 16 Advanced Level ELLs, 5 of them are newcomer ELLs, 10 of them are ELLs that have received Bilingual services for 4-6 years, and one of the Advanced ELLs has received over 6 years of ESL Services. Although we have more Advanced Level ELLs in the TBE program, the majority of these ELLs will become Long-Term ELLs with more than 6 years of service by the end of next year, if they do not test out of the NYSESLAT. Interestingly, half of the Log-Term Advanced ELLs have shown a pattern of excessive absences in the previous academic year (2012-2013), with the least number of absences being 14 and the most being 25 absences. Of all the Advanced Level ELLs in the TBE program, 13 scored Level 1 on the 5th grade NYS ELA exam, and 3 scored Level 2 on the 5th grade NYS ELA exam. Of all the 22 ELLs in the TBE program, one ELL scored a Level 2 on the 5th grade NYS Math Exam, while the others scored a Level 1. One student was exempt from the 5th grade NYS ELA exam. Overall, it appears that although the number is small, the ELLs (overall, whether ESL or TBE) fared better with a native language test in the content area.

(b) The Highbridge Green School opted out of the ELL Periodic Assessments because we are using our own in-house Common Interim Assessments (CIAs) to evaluate ELL student growth, as well as the DRP. We are using the results of the CIAs to design interventions that speak to the individual need of the students. The CIAs measure learning outcomes for each unit, these outcomes are both content and literacy based, so that the department and teachers understand what areas need to be retaught and what would be the best practices that would support the ELLs in achieving the learning outcomes of each unit in each content area. The DRP will be administered twice more this academic year, the results of this data will determine if the ELL will move into a different type of Strategic Reading Group that focuses on different

literacy outcomes, and what type of reading group they'll be placed in during periods nine and ten. During this extended learning time, the students, including, ELLs work with tutors from Harvard Education Labs in small groups-no more than 4-5 students-to a tutor for 55 minutes 5x/week. The other 55 minutes is dedicated to music, visual art, chess, or a sports activity. Champs funds the sports section of our extended day.

(c) What the school is learning from our CIAs, DRPs and in-class observation is that our ELLs have varying needs across the board. The most common one being, understanding higher leveled text in English, the second most common trend is expressing their writing in English.

To this end, we've supplied all classrooms with either content area bilingual dictionaries, or standard bilingual dictionaries. We've designed PDs as part of our JoseP. 7.5 hours to support teachers in designing lessons that help ELLs access the content. The PDs are designed to help teachers understand the importance of purposeful grouping, lesson strategies, such as tea party, write-arounds, reciprocal teaching, and the value of graphic organizers – for what purpose and which ones lend itself to concept building. Vocabulary that builds on concepts and that is integrated with specialized structures of academic language will build conceptual and language skills that are essential for ELLs to succeed in school.

We encourage Beginner Level ELLs to use their native language to help them build and understand concepts, and provide translations of lesson materials and assessments. Translations are provided during a certain time, and as students gain more understanding and English language the translations, as a support system, is decreased. Dialogue journals are also a strategy we will be incorporating into our strategic reading time, NLA, and ESL classes. In NLA and Beginner Level ESL classes there is also a focus on phonics and sight words.

Assessments will always be provided in English and the native language (Spanish-as the majority of our ELLs' native language is Spanish) both to simulate the state testing experience, but more importantly, to optimize ELL performance on these assessments. In this way, we can gauge their comprehension of content, while also monitoring their native language growth and proficiency.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A:

6. How do you make sure that a child's second language development is considered in instructional decisions?

The Highbridge Green School is aware of the importance of recognizing both a child's first language and the challenges they face in acquiring their second language. ELLs in the TBE program have the opportunity to develop their native language skills in an NLA class that meets for 55 minutes 5x/week with either an ESL certified teacher who is fluent in Spanish and a licensed bilingual teacher. The NLA class affords these students to strengthen their native language skills and development, which as research has proven, will facilitate the process of transferring skills over to the second language. The native language is used to help facilitate concept building, activate prior knowledge, to explain procedures (i.e., during a lab in science/experiments), assessments, and wherever the teacher(s) feel it will be a suitable scaffold to provide for them to be able to perform the task.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As The Highbridge Green School is a new school we are developing what the best program options would be for our ELLs while at the same time adhering to the New York State mandates within a program option. For the 2013-2014 academic year, we have established both a TBE program and an ESL program. Depending on the language proficiency level of an ELL, and their parent program choice, an ELL will receive the mandated number of ESL, NLA and/or ELA units of study. ELLs are also programmed in content area classes where there are two teachers delivering instruction either in a bilingual setting (TBE) or monolingual setting a network of scaffolds and ESL methodologies for the ESL students. In addition, all ELLs are part of a Strategic Reading class that specializes in honing in on their specific reading needs, whether it is comprehension, decoding, etc. The goal is to increase their reading proficiency by two years and/or bring their reading level to actual grade level. To this end, The Highbridge Green School has implemented Word Generation to focus on building academic vocabulary, specific best practices across the content areas, such as, annotation and reciprocal teaching strategies to build comprehension of higher-level texts, as well as constructing an argument, whereby students develop a claim and support it with evidence. All students, across all content areas are working on these three reading and writing learning targets. All classes are equipped with bilingual dictionaries and computers where teachers can access programs that help ELL students access the material.

To assess student progress, teachers meet once a week for 55 minutes in either department/team meetings or literacy inquiry teams to analyze student work against rubrics designed from state and grade level assessments to gauge what the next instructional steps will be to support all students, especially ELLs and SWD and their subgroups.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a new student is matriculated into The Highbridge Green School from another state, or another country, a Home Language Identification Survey, or HLIS is administered to determine whether the student's Home Language or native language is other than English. An ESL certified teacher or bilingual certified teacher administers a short interview student language proficiency. If the teacher determines that the student speaks English only, then it is determined that the student is not an ELL, and he/she does not require language services. If the newly matriculated student speaks a language other than English, or has a low English language proficiency level and the parent has noted this on the HLIS, then the student is eligible to take the Language Assessment Battery-Revised or the LAB-r. The ESL certified teacher then administers the LAB-r and hand scores the assessment to determine student language proficiency within ten days of student matriculation. If the student scores between the beginner level to advanced level range, the student is an ELL and will require language support in his/her schedule. If the student scores proficient, it is determined that the student is not an ELL and enters a general education program. If the student does not score proficient on the LAB-r then the parent is notified and invited to a one-to-one meeting, or parent orientation where the parent is informed of the three language program options offered by New York City Department of Education. They are: Transitional Bilingual Program, ESL and Dual Language programs. Once the parent chooses the program they believe will best suit their child's need, and then the ELL Coordinator enters the program choice into the ELPC screen in ATS. If the parent does not make a decision, they are informed that the default program is TBE. At the end of the year, the ELL's language proficiency will then be re evaluated through the annual NYSESLAT. If the ELL does not score proficient, then the student will continue receiving services through their language program and the parent is notified by way of a Continued Entitlement Letter. If the ELL scores proficient, then the parent is informed that their child no longer requires language services through a Discontinued Entitlement Letter, and the ELL joins a general education program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

There are a few ways that parents/guardians of ELLs are informed of the language program options offered by the NYC DOE. Within ten days of the commencement of the new school year, and after new ELLs are identified, a letter is sent home to the parents/guardians of these new ELLs inviting parents to a Parent Orientation. During this Parent Orientation all three-program choices are detailed and discussed by the ELL Coordinator and ESL and bilingual teachers. In order to better serve the parents, the Parent Orientation video furnished by the Office of ELLs is shown in the language(s) of the parents in order to clarify the three language program options. Afterward, there is a question and answer session so that parents have an opportunity to understand what each program entails. During the Parent Orientation, after parents have a clear picture of the three program options, the Parent Survey and Program Selection Form is explained and for the parents' convenience, the forms are provided in their native language. If parents need any clarification the ELL Coordinator and the ESL teacher and bilingual teacher conduct one-to-one conversations with the parent. At no point, is the parent told the language program options offered at the Highbridge Green School and the parent is highly encouraged, to make a decision based on the information from the Parent Orientation video and the information imparted by the language teachers. Once a parent has made a determination, the information is entered into the ELPC screen in ATS.

If a parent/guardian cannot attend the Parent Orientation, the ELL Coordinator calls the parent to make an appointment to discuss the program options. During this one-to-one session, the same information regarding the language program options is discussed and the parent is provided with the Parent Survey and Program Selection form in their native language. The ELL Coordinator then makes note of the program selection on the ELPC screen.

If the parent is unavailable to come to either the Parent Orientation or a one-to-one session, then a phone interview is conducted

where the information regarding the program selections is discussed and a letter detailing the programs, including the Parent Survey and Selection Forms in the parents' native language is sent via mail or with the student. The parent is asked to return the Parent Survey and Selection Form via mail or with the student. The ELL Coordinator then confirms receipt of the form with a phone call to the parent and enters the information in the ELPC screen in ATS.

The ELL Coordinator is sure to inform parents of the importance of attending the initial Parent Orientation as it will their child's mean timely placement into a language program of their choice. At the same time, the Highbridge Green School also understands the time constraints that some parents face, and to ensure that these parents also receive the same information as those who attend the Parent Orientation, the ELL Coordinator provides one-to-one sessions and phone interviews with parents so that they can make an informed decision regarding the best language program option for their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the start of the year, the ELL Coordinator prints our ATS reports, such as the RLAT, RLER, RYOS, and RNMR, to determine which students have not tested out of the NYSESLAT. A Continued Entitlement Letter (from EPIC) is then sent home with the principal's signature. The ELL Coordinator reviews the exam histories of those students who were ELLs in the 5th grade; if it is found that a student tested proficient, a Discontinuation of Services Letter is then sent home via mail or with the student. Copies of the letter are made and then placed into the ELL student file that is secured in the ELL Coordinator's office.

Once the parent has designated their program choice and has signed the Parent Survey and Program Selection, two copies are made, one for the student cumulative record and one for the student ELL file. The ELL files are kept secured in the ELL Coordinator's office. During Parent Orientation, one-to-one sessions, or phone interviews, parents are advised that they need to make a program selection or the child will be placed in the default program choice: TBE. If they do not want to select the TBE program as the language program for their child, it is of utmost importance that they return the Parent Survey and Program Selection form indicating their program preference in a timely manner. Parents are encouraged to send it immediately after receiving it, if they did not attend a Parent Orientation or one-to-one session.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. Once an ELL is identified and the parents have had the opportunity to select their program selection through the Parent Orientation, one-to-one session, or phone interview, then the child is placed in the language program that the parent selected on the Parent Survey and Selection Program Form. In order to ensure that the ELL is receiving his/her mandated program units of study, the ELL Coordinator determines the language proficiency level from the LAB-r. In other words, if a child placed beginner level on the LAB-r the child will receive 360 minutes of ESL study, or 2 units of ESL study. This is the minimum units of study a beginner ELL will receive, as they are supported throughout the day by being in classes with co-teaching partnerships that will offer additional support in the content areas. In addition, they will also receive after school support in discrete ESL classes. For those parents, who elected TBE as their program choice, the students are placed in either one of two NLA classes. One NLA is for students who place Intermediate to high on the Spanish LAB, and the other NLA class is for ELLs who placed Low to Intermediate on the Spanish LAB. These students receive two units of ESL study, one unit of NLA, and are placed in a content area class with a bilingual certified teacher. If a parent did not make a decision, or if a parent elects Dual Language as their program option the parent is then informed that the school will support the parent in finding a Dual Language program in tandem with the district office/network, and that in the interim, the child will be receive services in the TBE program as it is the default program choice. All communication is done in writing in the parent's native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

First the NYSESLAT is ordered at the beginning of the year and we're sure to allot for any incoming ELLs throughout the year. Usually, 10-15 in overage is ordered to consider incoming ELLs throughout the year. The ELL Coordinator and the ESL and Bilingual certified teachers all attend training and scoring session for the NYSESLAT usually sponsored by the District office to ensure that we understand any changes in scoring or testing for the testing year. The ELL Coordinator, ESL teacher and Bilingual certified teacher hold a norming session on the scoring of the Speaking and Writing sections of the NYSESLAT using the materials sent by the testing company which include sample items, rubrics and rationale for scores. At the beginning of March, the ELL Coordinator draws up a schedule of ELLs, their schedule and times to be tested by which teacher. Since we have 44 ELLs enrolled at Highbridge Green, each teacher, the ELL Coordinator, the ESL teacher and the bilingual certified teacher will each have 15 students to whom they'll administer the Speaking section. For this section, students review the sample question with the teacher and are asked if they understand what is being asked of them and if they have any questions. Once the student questions are clarified, they'll have 5-10 seconds (or as recommended by the training materials) to respond to each question. Answers are rated according to the rubric and on our training from the district office. After the speaking section is completed, the ELL Coordinator schedules a number of ELLs per room (no more than 15) to be tested for each following section. This does not include the Speaking section as that part of the test is

administered individually. After the Speaking section is completed, the Listening section is then administered with a small group of ELLs in a room. During this section, teachers are careful to hand out the scantrons to the appropriate student and supply students with sharpened pencils. After the directions are read, the CD then plays until the section is completed. All materials are collected and securely stored in the ELL Coordinator's office. The reading and writing sections are then administered to small groups of students (~15 per room) on separate days. The NYSESLAT is an untimed test and so ELLs are not restricted on time, however, students usually take about one hour and half to complete each section. The reading and writing section are administered on two different days. All materials are then collected and secured. Scores for the speaking test are transferred over to the Writing scantron. All testing materials are packed and made ready for delivery back to the testing company. All answer documents are packed according to section, then grade, and whether or not the student has an IEP. These answer documents are delivered in polybags that are placed in a yellow envelope and then sent over to the district office where they are then sent for grading.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
Since The Highbridge Green School opened its doors this academic year (2013-2014), we cannot gauge the patterns are regarding the Parent Survey and Program Selection Form, however, we had 21 students whose program selection was ESL and 21 students whose program selection was TBE, and two parents whose program selection was Dual Language. All students whose parents selected ESL are in our ESL program. Of the parents who specified Dual Language as their first choice in the program option, they were informed that we'd work to get their child placement in a Dual Language. The parents expressed that they prefer their child stay at Highbridge Green. We informed them that we'd place the child in their second program choice: one parent's second program choice was ESL and the other parent's program choice was TBE. Currently, we have 22 students in the ESL program and 22 students in the TBE program. In large part, our program options are aligned to parent choice. If we had a large number who had selected a Dual Language program we'd support them in finding schools within the area that have a Dual Language program and make sure that the District office is aware of the parent's program selection.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Since the Highbridge Green School is a new school it is important that school leaders have a vision that includes high expectations for all its students including ELLs and all the subgroups within the ELL framework, such as, SIFE and SWD. As part of these high expectations, our network liaison was instrumental in supporting the ESL/TBE team in examining our ELL students and their differing educational learning profiles to locate trends and patterns. In our examination, we found that it was necessary to talk about the specific needs of some students, such as beginner level ELLs that are also SIFE, and ELLs that are both SIFE and maintain an IEP status. In large part, most of our ELL population needs our language based, however, within this category there lies a diversity of student learning profiles that need to be recognized and discussed in collaborative teams to best serve our students. To this end, students with highly individual learning that are ELLs have explicit instructional guidelines that have been shared with all teachers so that they have a better picture of the ELL as a whole and the type of scaffolds that are especially effective in their instruction. Moreover, collaborative teams meet at least once a week for 55 minutes to analyze all student work, and the ESL/TBE team meet twice monthly to examine ELL progress in ESL, ELA and NLA. These meeting times allow for Highbridge Green to continually monitor ELL progress and propose specific strategies for school-wide practices that cultivate an environment where ELL instruction is not marginalized, but where ELLs are expected to achieve the same standard as all students.

ELL instruction is delivered in accordance with the state mandated program requirements for both the ESL and TBE programs and the student corresponding language proficiency.

- a) We integrate a variety of organizational models to service our ELLs. Since we are a new, small school, we have the capacity to customize structural supports for ELLs. Our current organizational model is departmentalized with the content area instruction being delivered through a co-teaching model. Beginner level ELL students receive extra support through a pull-out model, to ensure that pacing in a content area class has not compromised the necessary content material needed to succeed in the class. Instruction for the TBE class is delivered in a self-contained model.
- b) The program model is designed as block, heterogeneous classes. As we add more grades, the program model will transform to be block and homogenous level ungraded to accommodate incoming ELLs that are in 7th or 8th grade, but place beginner on the LAB-r.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels of each program model. Since we've incorporated a block schedule ELL students travel together. There is one class where all TBE students are enrolled, and another class where most ESL students are enrolled; however, there are also Advanced ESL students enrolled in another class. Essentially, there are three classes where ELLs are enrolled. All ELLs, whether in the TBE program or the ESL program receive way more than the mandates minutes of instruction within each program. On staff, we have 2 ESL certified teachers and one Bilingual certified teacher.

ESL students receive ESL instruction and/or support in their ELA/ESL class for 55 minutes, 5x/week. They also receive ESL support in Science through a co-teaching model where one of the teachers is an ESL certified teacher and the other a content area teacher for 55 minutes, 5x/week. ESL students also receive discrete ESL instruction to support their work in ELA for 55 minutes, 5x/week. In total, ELLs receive 825 minutes of ESL direct instruction through a co-teaching model; pull out model, and a discrete skills class to support their work in ELA.

TBE students that are Beginner and Intermediate receive 2 units of ESL study, or 360 minutes of ESL instruction. They receive ESL discrete skills class for 55 minutes, 5x/week to support their work in ELA (Advanced TBE students). They also receive bilingual instruction in two content area classes, Science and Math. A bilingual certified teacher teaches the science class, and the math class is co-taught by a content area specialist and the bilingual certified teacher. All classes meet for 55 minutes, 5x/week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in accordance to either the TBE model or ESL model. In TBE, math is delivered in both English and Spanish through a co-teaching model where there is a math content area specialist and a bilingual certified teacher. The bilingual certified teacher delivers Science in Spanish. In TBE and ESL, the ELA class is delivered through a co-teaching model with one ELA certified teacher and an ESL certified teacher, a pull-out discrete ESL class to support ELLs in explicit language acquisition

buttresses the ELA class. Science is taught through a co-teaching model, with one content area specialist and the ESL certified teacher. An ESL certified teacher and a bilingual certified teacher delivers NLA classes in the TBE program in Spanish with. All classes are 55 minutes long and meet 5x/weekly.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in the TBE program are now being assessed with the Spanish LAB. We are currently working with our network liaison to determine which assessment will best assess the native language skills of our ELLs. One promising prospect is the EDL2. Apart from the Spanish LAB, students in the TBE program are assessed in Science, Math and Social Studies through our Common Interim Assessments, which will be administered 4x/yearly. ELLs are also assessed in their daily classwork.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs must be assessed in all four modalities of their English acquisition throughout the year. Teachers of ELLs incorporate oral presentations as part of content area related projects, other strategies such as reciprocal teaching and jigsaw tasks are assigned where ELLs are coupled with English speaking students are also exercised to develop their English language speaking skills. During their Strategic Reading periods, students are encouraged to explain their answers in English. As we've implemented Word Generation so that all students will gain more academic vocabulary, students are encouraged to use the words through reader's theater. Every Word Generation unit is launched with a reader's theater segment. This provides a routine based practice for ELLs to practice their oral production. All students at Highbridge Green are focusing on developing their writing skills by making claims and supporting their claims with evidence. This practiced is focal point of instruction across the content areas. For example, in Science at the end of every unit students have a writing assignment/task where they take a position on a certain scenario related to the scientific topics discussed throughout the unit. These assignments are rubric aligned and not only consider an ELLs content knowledge but their correct use of the English language. Students reading progress is assessed daily throughout their class assignments and also in their Strategic Reading groups. The DRP will be administered twice more throughout this academic year. This results track their reading progress in English.
Teacher teams are also able to assess growth within the four modalities through Common Interim Assessments, which our school wide in-house assessments for all content area subjects, including ELA.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

As much as possible all students are expected to meet grade level standards and above where relevant. Since students do not all have identical backgrounds, it is important that we consider the learning profiles of our ELLs.

a) To date we have 8 SIFE students that are ELLs, 2 are intermediate level ELLs and 2 are beginner level ELLs. These students receive small group instruction to in NLA and are also supported in the content areas through co-teaching model. These students are also afforded extra time to complete projects/assessments. A network of scaffolds and support are integrated into lessons so that students are able to access support. All students also benefit from our advisory time, where students have an opportunity to bond with other peers and their advisors to support their social emotional development. In addition, awards ceremony are held every 6 weeks to those students who have shown progress in one of our school values: grit, responsibility, empathy, enthusiasm and/or inspiration. This time to recognize their efforts and contributions either within an academic realm, personal development, or contribution to their class communities is important because it cultivates a school culture of inclusivity amongst are varied student body.

b) Newcomer ELLs are expected to meet the same standards as all students. In order to achieve this goal, we make sure to reach out to the parents of ELLs and impart information regarding our school goals and what they can do at home to help support their child's progress in school and language acquisition. A letter sent home detailing different strategies they can use to help support their child's academic progress is to ask about their school day, to fill out an application for a library card to the local public library, to allot a special time in the day for them to read and to encourage conversation regarding what they're reading. The ESL/TBE team is also designing trips that speak both to content areas and integrate cultural values, in this way, they learn about their new country while also not losing their own cultural heritage/language. Newcomer ELLs also receive discrete ESL classes to support their work in content area classes and their English language acquisition. During extended-day they also have the opportunity to take part in visual arts class, dance class, chess club or a sports activity that will their social development as they are engaging with their peers outside of an academic class structure.

c) ELLs receiving 4-6 years of service are afforded receive the same support as all students are receiving, however, their support is tailored to their needs which we assess through assessments such as the Degrees of Reading Power, in-house Common Interim Assessments (CIA), parent outreach, after school programming where they are tutored in groups of four by a tutor trained in the Harvard Reading Labs program, specific ESL after school programming, development of teacher strategies through PD, and analysis of their progress through the literacy inquiry team and department/team meetings. We also incorporate technology resources as provided by our

network and through collaboration with teachers and teacher teams.

d) Long term ELLs benefit from all supports that all students have access to, in addition, they will be supported with NYSESLAT test prep so that students are informed about the test structure and what is expected of them in regards to performance. Long term ELLs will benefit from reviewing the rubrics and looking at their level patterns since they matriculated into the NYC DOE as an ELL. Many will find that they are proficient in Speaking and Listening and Advanced in Reading and Writing. This analysis of their levels throughout the years will help them understand where they might not be performing as they should be on the Reading and Writing sections of the NYSESLAT.

e) Former ELLs are afforded with the same testing accommodations they had as when they hadn't tested out of the NYSESLAT. Former ELLs also have access to all other supports provided to all students during the school day and during extracurricular activities.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies and grade-level materials teachers of ELLs and ELLs-SWD use that both provide access to academic content areas and accelerate English language development are:

- Unpacking the Learning Target (doing a close reading)
- Annotation strategies
- Close reading strategies
- Vocabulary building strategies: Word Generation and content specific strategies
- Reciprocal teaching strategies
- Scaffolded graphic organizers that help students plan and organize their writing
- Bilingual glossaries/dictionaries
- Access to technology
- Spanish leveled texts
- Leveled texts in English
- Co-teaching models that lend itself to station teaching for re-teaching of content
- Reader's theater/Role-plays
- Word walls
- Word Generation materials in Spanish and English
- Rubrics that are assignment specific
- Incorporating the Writing Process (Balanced Literacy), with time for revision and editing
- Work with diphthongs, cognates, prefixes and suffixes
- Activating prior knowledge to build schema
- Thoughtful grouping before lesson delivery
- Questioning and discussion techniques that probe for student deeper comprehension

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The Highbridge Green School uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English language proficiency within the least restrictive environment. In the case of two ELLs-SWDs they have a special schedule that enables them to attend Math and Science within the TBE program, while also benefitting from Social Studies class that is co-taught by a Special Ed teacher and a content area teacher, and an ELA class that is co-taught by a Special Ed teacher and an ESL certified teacher. In addition, these students also receive counseling in their native language as is detailed by their IEP. Students also receive NLA small group instruction and ESL small group instruction. To date, the Highbridge Green School only has one self-contained Special Education class. Flexibility in their schedule allows them to receive instruction in co-taught classes with a Special Education teacher in Science, while receiving small group instruction through a co-teaching model in other classes. In this case, the content area teacher pushes in to co-teach the content material with the Special Ed. Teacher in a self-contained model. As with all students, students are provided equal access to all extracurricular activities. :

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:			
Math:	Spanish		
Science:	Spanish		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

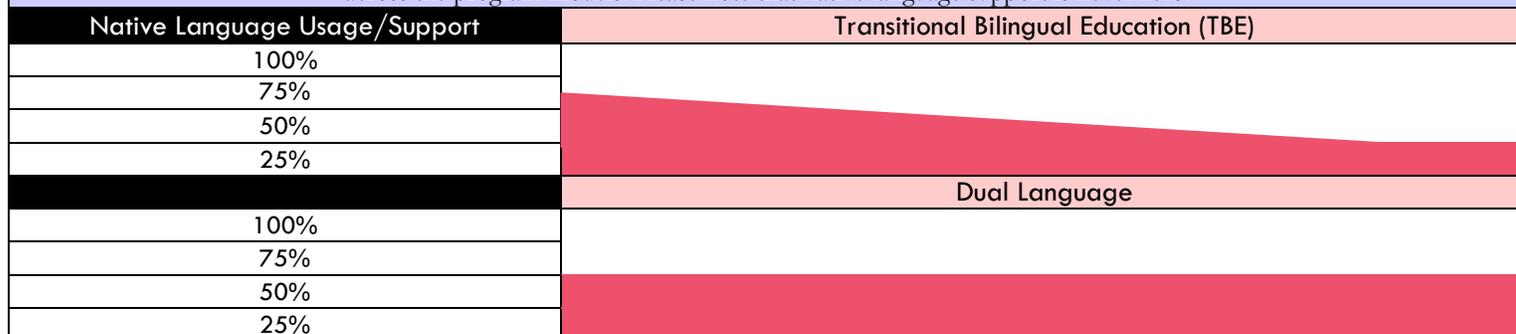
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math and other content area are:

- Math club 2x/weekly for 55 minutes (beginner level and ELLs-SWDs, language of instruction is English)
- ESL after school 4x/weekly for 55 minutes (content area support and basic English language acquisition skills: (beginner level ELLs, SIFE, ELLs-SWD-language of instruction is English with native language support)
- Discrete ESL instruction to support ELA instruction 5x/weekly for 55 minutes- (beginner level ELLs, SIFE and ELLs-SWD)
- Small group instruction for re-teaching content as deemed necessary by co-teachers after assessments- 2x/weekly 55 minutes- (beginner level ELLs, ELLs-SWDs)
- Re-teach week: whole school allots time to re-teach content area material for topics/skills where students showed they needed more support – All ELLs and their subgroups)
- Strategic Reading Classes designed to develop the skills the ELLs and ELLs-SWDs need specific help in to grow as readers- 5x/weekly for 55 minutes)
- Extended-learning day 5x/weekly for 55 minutes devoted to tutoring in reading as made possible with our partnership with WhedCo and Harvard Ed. Labs, (all ELLs and subgroups).

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As we are in the third month of school and our school is brand new, it is difficult to assess the total effectiveness of our current program insofar as meeting needs of our ELLs in both content and language development. We have just completed the first administration of our Common Interim Assessments and have yet to administer our mid-year DRP assessments to assess reading growth. However, we are basing our instructional strategies and intervention programs based on Common Core aligned standards and research proven methodologies. We can also certainly say, that our ELLs have shown improvement in speaking and reading through our informal observations as well as in-class assignments. By the end of the year, we'll be able to reassess what interventions and programs were effective and which ones may need to be re-designed.

11. What new programs or improvements will be considered for the upcoming school year?

New programs and improvements that will be considered for the upcoming year are:

- Language proficiency level classes; as we only have one grade we do not have enough students to create beginner level, intermediate level and/or advanced level classes. As we add more grade levels our ESL/TBE program will become more solidified to meet the needs of a growing ELL population
- Spanish language elective to all students; this will afford all students the opportunity to receive Spanish language credit for high school and put them on track to receive an Advanced Regents diploma. This will also serve the NLA unit of study for our TBE students.
- When all grade levels and programming are established the ESL/TBE team will work in tandem with the SLT and the Parent Association to work on creating ESL classes for parents
- When all grade levels and programming are established software programs such as Empower3000 will be consideration to use as a support to increase student reading comprehension and writing development. This is a very expensive proposition, but it is a valid consideration considering that our ELL numbers will most likely continue to grow and that we'll have the subsidies necessary to purchase the software.
- Textbooks for the NLA class for explicit grammar instruction in the native language. As well as adding to our Spanish leveled text library for independent reading.
- A more comprehensive Spanish language assessment to examine the growth of the native language of our ELLs in the TBE program.

12. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs. Currently, ELLs take part in our extended-learning day that runs for 110 minutes after school. The first half of the extended learning day is devoted to building readership amongst our students. With a partnership through our CBO, WhedCo, the Highbridge Green School was able to secure a reading program designed by Harvard Ed. Labs that gives our students the opportunity to work with a specially trained tutor in groups 4 on increasing their reading comprehension. The second half of the extended-learning day provides students with an opportunity to take part in the chess club, a visual arts class, a music class, a dance class, or a sports activity. Extended-learning day is open to all Highbridge Green students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELLs in the content areas, as well as, language materials are:

- Bilingual dictionaries/glossaries
- Translated class room materials (graphic organizers)
- SMART board technology
- Flocabulary
- Graphic organizers: Frayer-Model, reciprocal teaching organizers, scaffolded writing/reading materials
- Access to computer (desktop and laptops) reinforce skills in math during Math Club
- BrainPop
- PrimeTime Math materials in Spanish
- Word Generation in Spanish/English
- StudySpanish.com
- SpanishDict.com
- Spanish leveled texts (need more)
- English leveled texts
- Visuals: video, print
- Audio-translators
- Rubrics (translated)
- Reference charts (English/Spanish)
- Access to School Library to select independent reading books

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The native language is utilized in a purposeful and deliberate manner to support English language acquisition. Native language is used in content areas in order for beginner level students to gain access to content and to support their participation in class discussions. The native language is also used when administering assessments so that ELLs have the choice in responding to short answer and essays in their native language. Also, to simulate state testing environment where students will be able to choose whether they'll take the assessment in English or their native language (Spanish in our case). The native language is also used in lesson materials to highlight directions or procedures necessary in order to complete the task. In co-teaching partnerships where one co-teacher is the ESL teacher, or the bilingual certified teacher, the native language is used to unpack items such as the learning target and to provide clarification and entry points for classroom discussion. The native language is used in these ways in both the TBE program and the ESL program. However, in the TBE program the native language is used as the language of instruction in Science and in Math, although the math class provides students more of a bilingual setting, students are transitioning to using English as the main language of instruction. In NLA, students work to develop all four modalities in their native language (Spanish). The focus of the NLA class is to build fluency, and a foundation for academic Spanish so that these skills are easily more transferable to the English language, and also because it develops a students sense of cultural identity and self-esteem.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services and support and resources correspond to ELLs' ages and grade levels. As we only have one grade level, the 6th, all materials are in accordance with NYS grade level standards in the content areas. Reading materials range from below 6th grade level, to 6th grade level, to beyond 6th grade level to accommodate ELLs varying reading levels. Our ELLs DRP scores, language proficiency levels and and Fountas and Pinnell are all combined to ensure that all materials support student reading levels and interests. There is an array of fiction and non-fiction texts readily available for all students, including our ELL population. Grade level materials and enrichment materials supplement all extracurricular programs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Activities in our school that facilitate newly enrolled ELLs before beginning the new school year are a homework packet that involves reading and writing on a debatable topic. At this point, since all of our ELLs were not newly matriculated into The Highbridge Green School from another country or state, we didn't hold any activities before the beginning of the school year. Moving forward, some activities we have planned for newly enrolled ELLs are a tour of the school, and a question and answer session with students and parents about what The Highbridge Green ESL and TBE program entail.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for all ELL personnel at our school will entail in-house and outside PD as advertised by our school network and the Office of English Language Learners. All ELL personnel, including all teachers at Highbridge engages in a weekly 55 minute PD where instructional strategies and current concerns regarding different student populations are discussed and practiced. Some resources used throughout this time our teachers' own best practices, ARIS Learning Center and materials provided by our ELL network liaison, instructional coach, and the principal. Our school wide learning outcomes are directly aligned with the Common Core Learning Standards. In collaboration with the ELL network liaison, principal and ELL personnel PDs are designed to speak specifically on how the ELL population can reach grade level CCLS standards and access content within a heterogeneous classroom. To support all teachers of ELLs, PD is designed to speak to the diversity within the ELL population and how to best support ELLs in the classroom. For example, in September the ELL Coordinator designed a PD as an overview, or the nuts and bolts of language programs in the NYCDOE, to familiarize teachers with terms related to the ELL population such as SIFE and IEP and Years of Service. In addition, a review of assessments such as the NYSESLAT and LAB-r and the role they play in ELL education were discussed. The ELL Coordinator with the support of the network liaison and principal designed an arc of PD that includes, thoughtful grouping, questioning and discussion techniques, and strategies such as writearounds, and possible sentences to help all teachers of ELLs increase ELL literacy and language development. Our next series of PD will include co-teaching partnerships and how they function as a support system to all students in the classroom, and how the presence of two adults can optimize instructional delivery. Professional development will also be designed with a focus around ESL strategies/TBE strategies and ELL assessments. This is in part a response to information provided on teacher surveys and as part of the minimum 7.5 hours of ELL training as per Jose P.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Since we have such a high ELL and former ELL population, most of our focus has been on making sure that parents have access to our activities. Currently, we have a bilingual Parent Association, who is hosting a series of workshops about culturally relevant nutrition. For example, since most of our ELL families hail from the Dominican Republic and Puerto Rico, the PA has hosted nutrition workshops about how to cook culturally relevant nutritious meals. The program is a nine-week program that takes place on Mondays.

Additionally, we host student led conferences three times a year, various awards ceremonies for students and families, and culturally relevant activities that foster community amongst staff and students (e.g. Thanksgiving celebration, Winter Jubilee).

The school partners with the Women's Housing & Economic Development Corporation (WHEDco), who provides the school with a full-time parent liaison who is bilingual. Her job is to make outreach with parents, and provide them with a range of services, including social work, therapy, housing, transitional, food/clothing services among others. In addition, she helps connect parents to additional agencies and resources depending on their needs. For example, she worked with one family of an ELL student to secure his family access to an after school program for a younger child so that the child could start learning English.

We communicate with parents on a consistent and ongoing basis. First, the principal meets with parents in the morning and during dismissal and personally communicates with them about their needs and follows-through the appropriate channels. Secondly, the principal and school work with the Parent Association closely to bring workshops and resources to families based on parental input. We survey the parents twice a year, and communicate with them via the phone, email, our online grading system, JumpRope, which enables parents to email with teachers. We also communicate with parents based on a weekly check, which enables the parents to give teachers and students feedback about their child's progress. We use calendars, flyers home, and other distributed materials to receive feedback from parents about appropriate times and. We also always have parents in our School Leadership Team, Hiring Committee, and other governing boards to help us make the decisions in the interest of them. During each Parent Association meeting, we survey parents for their feedback and use this feedback to inform our planning.

Once we identify the needs of parents, we work with the Parent Association and School Leadership Team to address potential next steps and to design activities that address parents. We work with our community associate and parent coordinator to plan activities that meet the needs of our parents.

Paste response to questions here:

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Highbridge Green School

School DBN: 09x361

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Kyle Brillante	Principal		11/12/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Johanna Marte	ESL Teacher		11/12/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Anna Waters	Coach		11/12/13
	Coach		1/1/01
Ms. Tiffany Nieves	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other _____		1/1/01